



Austin Independent School District – South Magnet Planning Committee

Potential New South Magnet Program Proposal	
Theme	Enterprise and Leadership Magnet Program (ELM)
Evidence of District Need	<p>As parents and students identify needs that go beyond the decades-long education tactics to prepare students for college, they are also asking for new skill development and academic experiences. Additionally, as the economy and business industries rapidly progress, the public education system has remained essentially static, neither adapting to innovations within the economy nor preparing students for success in the real world. According to Public Sector Digest, 40% of jobs will be entrepreneurial in nature by 2020, while according to 2015 E3 Alliance Data, 93% of Central Texas public high school graduates stay in-state, making them the future of our economy.</p> <p>The skills that can be acquired at the Enterprise and Leadership (ELM) Magnet are those more frequently being required in college, and, in today’s workforce, this type of intellect is a defining characteristic of a successful leader, manager, and frontline worker—no matter a student’s major. Other school districts, such as Dripping Springs ISD, have begun mobilizing to different academic environments such as project-based learning to facilitate such skill development. To maintain attractive academic environments, AISD, teachers, parents, and students must be willing to invest in—and test—new education modalities. Austin ISD can grow its own capacity to offer and implement project-based learning opportunities that facilitate essential skill development such as collaboration creative thinking, critical thinking, and problem solving.</p>
Description	<p>The Enterprise and Leadership Magnet allows students to pursue a customized course load in a curriculum that encourages leadership and the pursuit of innovation with the goal of preparing for 21st-century college and career success. The ELM evolves the current AISD project-based learning experiences by offering Advanced Placement (AP) and dual-credit classes that students and parents demand, with an emphasis on developing concepts through project-based classes where appropriate. This approach will help college-bound students think through problems, sync collaboratively in teams, and apply concepts, rather than memorize material. ELM stresses education principles that include strong moral and ethical leadership development that can serve as the foundation for innovative business and community leaders of tomorrow, no matter their roles in those companies and organizations.</p> <p>Project-based learning enables a customized learning process for students to gain knowledge and skills by working on complex problems for an extended period to investigate and respond to engaging issues or work. Students can be “met where they are,” but the expectations for the students will be higher than a standard comprehensive high school where students are required to exceed standards set forth</p>



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	<p>in core subjects of English, math, and science. Students will engage in these projects in both group and individual contexts, allowing them to bolster their individual skills while ensuring they have the group-work, communication, and delegation skills required to succeed in 21st-century colleges and careers.</p> <p>Electives such as entrepreneurship, operations management, managerial leadership and communications, and managerial accounting are considered unique elective opportunities to propose in 11th and 12th grade, but all 9th and 10th grade students would be establishing skills required in the business world in their area of concentration. Students will have the opportunity to focus on particular pathways, including humanities, Science Technology Engineering Arts and Mathematics (STEM), and humanities and STEM.</p> <p>Among the most critical aspects of the ELM program is establishing an environment where students feel they can fail and learn from the experience, but are not penalized for it. To achieve this, students will, in a large part, be evaluated using a standards-based grading approach that focuses more broadly on student development and proficiency rather than on individual assignments and tasks. This helps in alleviating one of the largest pressures in current advanced academic programs: students feeling that they must sacrifice their interests for only classes that offer the most points toward their grade point average.</p> <p>A strong component of this program is the connections with business and higher education institutions. As part of its governance, the ELM will host a business leaders advisory council to interview prospective students and engage students on community projects. The council will also be tasked with regular engagement with the classes on key projects and other aspects of the curricula as determined by the faculty and program leadership. The governance of the advisory council should be determined by the program director, but the council would also advise on program elements.</p> <p>By partnering with local universities for dual-credit classes and partnering with the business community on entrepreneurship and other business courses, students will be exposed to opportunities for internships and operationalized community projects as part of the curriculum.</p>
Enrollment Criteria	<p>Open to all students, targeting both high-performing, college-bound students and students who may have not excelled in a typical classroom setting</p> <p><u>Application and Enrollment Priorities</u></p> <ul style="list-style-type: none">• The application process would include test scores and grades, teacher recommendations, an on-site essay (students could choose to do the essay in a testing environment at their home middle school or at the magnet campus), an entrance exam such COGAT that measures the problem-solving



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	<p>and reasoning abilities, and a friendly interview conducted by an advisory council of community business leaders to evaluate creative thinking and problem-solving skills (could be conducted at student’s home campus or via video conferencing to avoid the necessity of travel).</p> <ul style="list-style-type: none"> ● The application steps will not be burdensome or greatly favor students with the most resources and parent support. ● While most students will be admitted based on test scores and grades, but there will be a significant number admitted on teacher recommendations, interview, and essay. Prospective students should not feel as though straight As are an absolute for admittance. ● There will be no lottery or caps. ● An important goal of the equitable and accessible admissions process will be to ensure a diverse student population that is representative of the surrounding community.
<p>Facility Implications</p>	<ul style="list-style-type: none"> ● Classroom Renovations; and ● Multipurpose Rooms.
<p>Budget</p>	<ul style="list-style-type: none"> ● Application – Entrance Screening Exams; ● Curriculum/Program – Advanced Placement, Dual Credit; ● Facility Improvements (see above); ● Professional Development and Training – Advanced Placement, Project-Based Learning; ● Technology – 1:1 Student to Device Ratio; and ● Transportation.
<p>Additional Resources</p>	<ul style="list-style-type: none"> ● 21st Century Assessment - <i>Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning</i>, Douglas Reeves, 2007 ● Formative Assessment – <i>Formative Assessment and Standards-Based Grading: Classroom Strategies That Work</i>, Robert Marzano, 2009 ● School Environment – <i>Is the Drive for Success Making Our Children Sick?</i>, New York Times, 2016